

Subject:

SCHOOL DEVELOPMENT PLANNING AND TARGET SETTING (PRIMARY)

Circular Number:
2018/05

Date of Issue:
19 April 2018

Target Audience:

- Principals and Boards of Governors of all grant-aided primary schools;
- Education Authority (EA);
- Council for Catholic Maintained Schools (CCMS);
- Council for the Curriculum, Examinations and Assessment (CCEA);
- Comhairle na Gaelscolaíochta (CnaG);
- Controlled Schools' Support Council (CSSC);
- General Teaching Council Northern Ireland (GTCNI);
- Governing Bodies Association (GBA);
- Northern Ireland Council for Integrated Education (NICIE); and
- Teachers' Unions.

Summary of Contents:

This circular provides information to support schools preparing or revising their school development plans. It also sets out details of the annual key stage outcomes data and the way in which the 2016/17 averages have been calculated.

Enquiries:

Any enquiries about the contents of this Circular should be addressed to:

School Improvement Team
Department of Education
Rathgael House
43 Balloo Road, Rathgill
BANGOR, BT19 7PR

Governor Awareness:
Essential

Status of Contents:
For Information and action by
schools

Related Documents:
DE Circular 2010/22: "School
Development Planning –
Regulations & Guidance".

Superseded Documents:
Circular 2017/06

Expiry Date:
Not applicable

DE Website:
<https://www.education-ni.gov.uk>

Additional copies:
Tel: 028 9127 9936

School Development Planning

1. The School Development Plan (SDP) is the school's strategic plan for improvement. It brings together the school's priorities, the main actions that will be taken to raise standards, the resources dedicated to these actions and the key outcomes to be achieved.
2. The Education (School Development Planning) Regulations (Northern Ireland) 2010 set out the detailed requirements relating to the preparation of SDPs and the matters they should include. Each year the Board of Governors should review the progress that has been made against the SDP and revise it, as they consider necessary. As part of this annual review, the Board of Governors will be involved in producing a summary and evaluation of the school's strategies for learning, teaching, assessment and for promoting the raising of standards of attainment for all pupils.

The Regulations and Guidance on School Development Planning are available on the Department's website at;

<https://www.education-ni.gov.uk/articles/school-development-planning>

School Improvement

3. Every School a Good School – A Policy for School Improvement emphasises that school improvement is first and foremost the responsibility of the school. It is based on the premise that schools themselves are best placed to identify areas for improvement and to implement changes that can bring about better outcomes for pupils. A copy of the policy is available on the DE internet site at;
<https://www.education-ni.gov.uk/articles/every-school-good-school-esags>
4. Effective self-evaluation, and the actions that flow from it, should deliver improved educational outcomes and experiences for all pupils. Self- evaluation should be an integral part of the school development planning process with the resulting actions and targets captured in the School Development Plan (SDP).

5. To support the self-evaluation process, the Education and Training Inspectorate (ETI) has produced the Inspection and Self-Evaluation Framework (ISEF). The framework, is designed to enable schools, teams or individuals to initiate or continue the process of self-reflection leading to improvement and is available at;
<https://www.etini.gov.uk/articles/inspection-and-self-evaluation-framework-isef>

6. As part of the C2k Education Network contract, a School Development Planning tool is available to all schools. This is an on-line tool which can be used to create a dynamic, rolling, three-year plan. Information about the tool and how your school can activate it can be accessed via C2k Exchange using the following link when logged on in school;
<https://www.c2kexchange.net/software/User%20Manuals/Primary/Wholeschool%20Flyer.pdf>

In addition, Information sheet EN110 available on C2k Exchange provides detail about the School Development Planning tool. Schools can contact the C2k service desk (0870 6011 666) to have the SDP tool activated.

Target Setting

7. When setting targets for improvement, schools will wish to take into account a range of factors, including:
 - i) the priorities set out in the School Development Plan;
 - ii) the context within which the school is operating;
 - iii) overall performance and the gap between the highest and lowest achievers, between the most and least disadvantaged pupils and between girls and boys; and
 - iv) the prior attainment of each year group when setting attainment targets.

8. Targets need to be challenging, yet achievable, and informed by robust and reliable information. School-level and pupil-level data will inform self-evaluation and help to identify areas where action might be taken to bring about improvement.

9. To assess trends and identify priorities for action, schools are encouraged to use information held within the school (including whatever additional assessment data the school uses to complement the statutory arrangements), information in the Department's statistical bulletins and information provided by the Education Authority.
10. The tables in the Annexes provide Key Stage One and Key Stage Two benchmarking information for Communication, Using Mathematics and Using ICT which you may wish to use to inform target setting. The averages presented in the tables are based on returns for a proportion of pupils. Further details of how these averages have been calculated are available in the Key Stage Assessments: Levels of Progression 2016/17 Methodology Paper.
<https://www.education-ni.gov.uk/articles/target-setting-and-benchmarking>

The use of end of Key Stage data

11. Schools are required to provide information to parents on their child's assessment outcomes in Communication, Using Mathematics and Using ICT. The Department will not hold Key-Stage assessment data identifiable at school level, only at anonymised pupil level. It should be recognised that the collation and reporting of end of Key Stage outcomes are a means by which the Department is held to account, as well as a means by which it demonstrates improvement.
12. Schools can be assured that the Education and Training Inspectorate (ETI) does not use Key Stage outcomes in isolation, or indeed those from any other test or assessment, as an external measure. The interest of the ETI is in how the Key Stage assessment arrangements work in schools as an assessment tool used for improvement in order to raise the quality of the provision for numeracy, literacy and Using Information and Communication Technology (ICT) and to advance the skills of pupils in these crucial areas.

Information

13. A copy of this circular has been placed on the DE website. Any enquiries about the 2016/17 data or its interpretation should be addressed to **Patricia Wyers in the Analytical Services Unit** telephone number 028 9127 9213.
14. Enquiries about any other aspects of this Circular should be addressed to **Geraldine Catney, School Improvement Team**, telephone number 028 9127 7640.

Karen McCullough
School Improvement Team

Proportion of Pupils achieving at the expected level

The tables below provide **Key Stage One** benchmarking information which you may wish to use to inform target setting. The averages presented in the table are based on returns for a proportion of pupils. Further details of how these have been calculated are available in the Key Stage Assessments: Levels of Progression 2016/17 Methodology Paper.

As they are based on a sample, the average is the best estimate and the actual value may lie between the higher and lower confidence limits provided in the tables.

Key Stage One - Levels of Progression

% pupils achieving the expected level			2016/17			2015/16
			Best Estimate	Lower Estimate	Higher Estimate	Best Estimate
Key Stage One	Level 2 or above	NI Average				
		Communication (English)	88.2	87.2	89.2	87.5
		Using Maths	89.3	88.3	90.3	88.4
	Using ICT ₁	89.9	88.9	90.9	-	
	Level 2 or above	FSME pupils:				
		Communication (English)	80.7	78.3	83.1	78.7
Using Maths		82.5	80.2	84.8	79.8	
Using ICT ₁		83.1	80.8	85.4	-	
Non-FSME pupils:						
Communication (English)		91.3	90.3	92.3	91.6	
Using Maths	92.3	91.3	93.3	92.5		
Using ICT ₁	92.8	91.8	93.8	-		

Notes:

- 2016/17 was the first compulsory year for Using Information & Communication Technology (ICT).

Key Stage One - Levels of Progression (Boys)

% boys achieving the expected level			2016/17			2015/16
			Best Estimate	Lower Estimate	Higher Estimate	Best Estimate
Key Stage One	Level 2 or above	NI Average				
		Communication (English)	85.7	84.1	87.3	84.5
		Using Maths	88.2	86.8	89.6	87.0
	Using ICT ₁	88.6	87.2	90.0	-	
	Level 2 or above	FSME pupils:				
		Communication (English)	77.1	73.5	80.7	74.0
Using Maths		79.3	75.8	82.8	77.6	
Using ICT ₁		79.4	75.9	82.9	-	
Non-FSME pupils:						
Communication (English)		89.2	87.6	90.8	89.5	
Using Maths	91.7	90.3	93.1	91.5		
Using ICT ₁	92.5	91.1	93.9	-		

Key Stage One - Levels of Progression (Girls)

% girls achieving the expected level			2016/17			2015/16
			Best Estimate	Lower Estimate	Higher Estimate	Best Estimate
Key Stage One	Level 2 or above	NI Average				
		Communication (English)	90.7	89.4	92.0	90.5
		Using Maths	90.5	89.2	91.8	90.0
	Using ICT ₁	91.2	89.9	92.5	-	
	Level 2 or above	FSME pupils:				
		Communication (English)	84.3	81.2	87.4	83.7
Using Maths		85.4	82.4	88.4	82.2	
Using ICT ₁		86.9	84.0	89.8	-	
Non-FSME pupils:						
Communication (English)		93.5	92.2	94.8	93.8	
Using Maths	92.7	91.4	94.0	93.6		
Using ICT ₁	93.2	91.9	94.5	-		

Notes:

1. 2016/17 was the first compulsory year for Using Information & Communication Technology (ICT).

Proportion of Pupils achieving at the expected level

The tables below provide **Key Stage Two** benchmarking information which you may wish to use to inform target setting. The averages presented in the table are based on returns for a proportion of pupils. Further details of how these have been calculated are available in the Key Stage Assessments: Levels of Progression 2016/17 Methodology Paper.

As they are based on a sample, the average is the best estimate and the actual value may lie between the higher and lower confidence limits provided in the tables.

Key Stage Two - Levels of Progression

% pupils achieving the expected level			2016/17			2015/16
			Best Estimate	Lower Estimate	Higher Estimate	Best Estimate
Key Stage Two	Level 4 or above	NI Average				
		Communication (English)	78.8	77.5	80.1	78.0
		Using Maths	79.6	78.3	80.9	78.7
	Using ICT ₁	84.2	83.0	85.4	-	
	Level 4 or above	FSME pupils:				
		Communication (English)	65.1	62.1	68.1	63.4
Using Maths		67.2	64.3	70.1	64.3	
Using ICT ₁		73.7	70.9	76.5	-	
Non-FSME pupils:						
Communication (English)		84.7	83.4	86.0	84.6	
Using Maths	84.9	83.6	86.2	85.2		
Using ICT ₁	88.8	87.6	90.0	-		

Notes:

- 2016/17 was the first compulsory year for Using Information & Communication Technology (ICT).

Key Stage Two - Levels of Progression (Boys)

% boys achieving the expected level			2016/17			2015/16
			Best Estimate	Lower Estimate	Higher Estimate	Best Estimate
Key Stage Two	Level 4 or above	NI Average				
		Communication (English)	74.2	72.2	76.2	71.6
		Using Maths	78.8	77.0	80.6	75.9
	Using ICT ₁	81.9	80.1	83.7	-	
	Level 4 or above	FSME pupils:				
		Communication (English)	57.0	52.6	61.4	54.3
Using Maths		66.8	62.6	71.0	60.3	
Using ICT ₁		70.3	66.1	74.5	-	
Non-FSME pupils:						
Communication (English)		81.5	79.5	83.5	79.5	
Using Maths	84.0	82.1	85.9	83.0		
Using ICT ₁	87.0	85.2	88.8	-		

Key Stage Two - Levels of Progression (Girls)

% girls achieving the expected level			2016/17			2015/16
			Best Estimate	Lower Estimate	Higher Estimate	Best Estimate
Key Stage Two	Level 4 or above	NI Average				
		Communication (English)	83.4	81.7	85.1	84.7
		Using Maths	80.4	78.6	82.2	81.6
	Using ICT ₁	86.5	84.9	88.1	-	
	Level 4 or above	FSME pupils:				
		Communication (English)	73.2	69.3	77.1	72.9
Using Maths		67.6	63.5	71.7	68.5	
Using ICT ₁		76.9	73.1	80.7	-	
Non-FSME pupils:						
Communication (English)		87.9	86.2	89.6	90.0	
Using Maths	85.8	83.9	87.7	87.5		
Using ICT ₁	90.8	89.2	92.4	-		

Notes:

1. 2016/17 was the first compulsory year for Using Information & Communication Technology (ICT).

